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ABSTRACT

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. The content of the course, based on Units 21 and 22 of "A-LM German: Level 2" and "Reading for Meaning," requires mastery of selected grammatical structures and other basic audiolingual skills. During the course, the student will visit a German family and study the nature of their weekend activities. Other cultural experiences are designed to lead the student to an awareness of interests of modern West German youth. Points of structure include "da-" and "wo-" compounds, the use of the personal pronoun, prepositional compounds, the dative reflexive construction, and word order. A description of teaching methods, sample evaluation material, and a list of reference texts are included. (RL)

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ED 070352

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LERNEN WIR DEUTSCH!

Part 10

7535.02

German

FL003 705

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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COURSE DESCRIPTION

The student will visit a German family and find out about their activities on an average Saturday. Then he will read about another family to get an idea of the general economic situation in recent years. He will discover the things German young people like to do in their spare time. Some interesting short stories will be read. Points of structure include da- and wo-compounds, the use of the personal pronoun vs. prepositional compounds, the dative reflexive construction, and word order. Simple compositions are based on a controlled vocabulary. Sucess in this course will be assured if the course described in 7535.01 or its equivalent has been controlled. German will be the language of the classroom.

7535.02

BROAD GOALS AND PERFORMANCE OBJECTIVES

All of the following minimum objectives will be met with 80% proficiency by 90% of the class, unless otherwise specified.

A. Listening Skills

The student will:

1. Understand the target language spoken at normal tempo.

   Given a simple command or request, the student will carry out the activity requested by the teacher.

2. Understand questions pertaining to his activities in and out of school.

   Given orally a series of questions about his activities, the student will give logical answers in complete German sentences.

3. Comprehend new arrangements of familiar content.

   a. Given orally a group of statements or questions, each one followed by three suggested rejoinders, the student will select the correct rejoinder by encircling a, b, or c.

   b. After listening to a few statements spoken by a single individual, the student will determine the profession or calling of the speaker by encircling the a, b, c or d before the four choices given for each one.

   c. After listening to brief exchanges between two speakers, the student will determine where the speakers are-whether in school, at the movies, etc. - by encircling the a, b, c or d before the choices given for each one.

   d. After listening to a taped dialog spoken by native speakers and followed by five incomplete statements with three suggested completions each, the student will select the correct completion by encircling a, b or c.

e. After listening to a brief narrative followed by five incomplete statements with three suggested completions each, the students will select the correct completion by encircling a, b or c.

B. Speaking Skills

The student will, with pronunciation and intonation acceptable to the teacher:

1. Imitate the basic sentences of the unit being studied, as spoken by the teacher and/or on tape.
2. Answer the questions on the basic text in the unit being studied in complete German sentences.
3. After the basic sentences and the answers to the questions have been mastered, retell the story of the basic text together with other students in the class, one after the other, until all of the facts have been recalled.
4. Summarize the basic text orally in from six to eight sentences.
5. Ask the questions and give the answers in the directed dialogs of the units being studied according to the directions given orally by the teacher. The questions should be addressed to the teacher as well as to classmates, so that both the du and the Sie forms may be practiced.
6. Make use of the conversational stimulus at the end of each directed dialog in the creation of an original dialog together with another student.
7. Answer orally the questions on the reading text at the end of each unit in complete German sentences.
8. Answer orally the questions on the assigned stories in Reading for Meaning as given by the teacher or on tape.

9. Make necessary changes in form and order

a. Given orally sentences containing nouns with the articles omitted, the student will repeat the sentences including articles of the correct gender.

b. Given orally sentences with nouns in the singular, the student will repeat the sentences with the nouns in the plural.

c. Given sentences with the verbs in the persent tense, the student will repeat the sentences using the present perfect tense.

d. Given sentences containing the two-way propositions über, unter, hinter, neben and zwischen, with blanks in place of the definite articles, the student will repeat the sentences including the correct forms of the definite articles to indicate the correct case.

e. Given sentences containing prepositional phrases with nouns not referring to living beings, the student will repeat the sentences using da-compounds.

f. Given sentences containing prepositional phrases with nouns not referring to living beings, the student will form questions, using the wo-compounds, which would elicit the original statements.

g. Given sentences containing prepositional phrases referring to living beings or to inanimate objects, the student will repeat these sentences using a personal pronoun or a prepositional compound, depending upon which is correct usage.

h. Given sentences containing prepositional phrases referring to living beings or to inanimate object, the student will form questions using a personal pronoun or a prepositional compound, depending upon which is correct usage.

i. Given orally sentences containing the adverbs herein, heraus, herauf or herunter, the student will be able to repeat the sentences using the shortened forms of the adverbs.

j. Given a model sentence containing the verb brauchen and a dependent infinitive, the student will form similar sentences with other given nouns and dependent infinitives.

k. Given the model sentence das ist mir gleich, the student forms orally similar sentences using other given pronouns.

l. Given a model sentence containing a noun of measurement, the student will form orally similar sentences containing given nouns of measurement in the plural.

m. Given sentences containing the first person singular of verbs whose infinitives end in -eln or -ern, the student will repeat these sentences in all given persons, singular and plural.

n. Given simple sentences containing subject, verb and direct object, the student will repeat the sentences, adding a reflexive indirect object to match the subject.

o. Given sentences beginning with the subject and containing other sentence elements, the student will repeat these sentences, beginning them with a sentence element other than the subject.

p. Given pairs of sentences orally, the student will combine these sentences, using one of the coordinating conjunctions.

q. Given a model sentence containing the German equivalent of "his own", the student will repeat the model sentence using other possessive adjectives.

r. Given the model sentence er macht sich keine Sorgen, the student will repeat this sentence using other given subjects.

C. Reading Skills

The student will:

1. With pronunciation and intonation acceptable to the teacher, evidence skill in oral reading of the basic text and the reading text in the units by reading six to eight lines at a normal tempo.

2. Demonstrate proficiency in reading comprehension of the basic text and the reading text of the units.

   a. Given a list of any ten questions based on the texts, the student will answer orally in complete German sentences.

   b. Given a list of ten true-false statements pertaining to the texts, the student will indicate these as being wahr or falsch.

3. Demonstrate proficiency in reading comprehension of texts based primarily on a recombination of materials previously learned with some additional new vocabulary.

   a. Given a list of true-false statements pertaining to the texts, the student will indicate these as being wahr or falsch.

   b. Given a list of questions based on the texts, the student will answer these orally in complete German sentences.

   c. Given a list of incomplete statements based on the texts,

each one followed by three suggested completions, the student will select the correct completion by encircling a, b or c.

4. Will read additional materials in German, according to his level of maturity and achievement and his own personal interests.

D. Writing Skills

The student will:

1. Write from dictation in German that which he has previously spoken and read, making use of correct spelling and punctuation.
2. Write from memory the basic sentences of the unit being studied, after they have been drilled chorally and memorized, seven or eight sentences at a time.
3. Write from memory the answers to the questions on the basic text. Given any ten of the questions, the student will write the answers in complete German sentences.
4. Write a brief summary of the basic text, using the answers to the questions previously learned as a guide.
5. Write original dialogs, making use of the conversational stimuli at the end of the directed dialogs, consisting of at least four or five exchanges.
6. Make necessary changes in form and order.
   a. Given sentences containing verbs in the present tense, the student will rewrite these sentences using the present perfect tense.
   b. Given sentences containing the two-way prepositions über, unter hinter, neben, zwischen with blanks for the missing definite articles, the student will rewrite the completed sentences including the correct forms of the definite articles.

c. Given sentences containing prepositional phrases with nouns not referring to living beings, the student will rewrite the sentences using da-compounds.

d. Given sentences containing prepositional phrases with nouns referring to inanimate objects, the student will write questions using the wo-compounds which would elicit the original statements.

e. Given sentences containing prepositional phrases referring to living beings or to inanimate objects, the student will rewrite these sentences using a personal pronoun or a prepositional compound, depending upon correct usage.

f. Given sentences containing prepositional phrases referring to living beings or to inanimate objects, the student will write questions using a personal pronoun or a prepositional compound, depending upon correct usage.

g. Given simple sentences containing subject, verb and direct object, the student will rewrite the sentences, adding a reflexive indirect object to match the subject.

h. Given sentences beginning with the subject and containing other sentence elements, the student will rewrite these sentences, beginning them with a sentence element other than the subject.

i. Given pairs of sentences, the student will combine these sentences in writing, using one of the coordinating conjunctions.

7. Write continuous narratives on the following topics: report of family activities on the weekend, report on special hobbies and interests.

E. Cultural Awareness

The student will:

1. Display familiarity with family activities in a German home of moderate circumstances by comparison with an American home, cost of living, etc.
2. Discuss special hobbies and interests among German young people and compare these with their American counterparts.
3. Know the various terms used for measurements in German and give their American equivalent.

F. Attitude

The student will:

Demonstrate an interest in the German language and culture.

1. The student will actively participate in all classroom activities.
2. The student will, if possible, participate in the German club and all of its activities.
3. The student will, if possible, correspond with a German pen-pal.
4. The student will do additional readings in English and in German.
5. The student will plan to continue his study of German.

COURSE CONTENT

1. Unit 21, AIM German, Level II - Harcourt, Brace and World, Inc.
2. Reading for Meaning - Harcourt, Brace and World, Inc. Pages 18-44.
   - A. Basic Sentences
   - B. Basic Text and Questions
   - C. Supplement
     1. German measurements of quantity
     2. Time adverbs
   - D. Exercises
     1. Indication of gender by use of definite articles
     2. Noun Plurals
     3. Verb changes from the present to the present perfect
   - E. Structure Drills
     1. The two-way prepositions über, unter, hinter, neben, zwischen
     2. The da-compounds
     3. The wo-compounds
     4. Comparison between use of personal pronouns or prepositional compounds
     5. Use of the shortened adverbs 'rein, 'raus, 'rauf and 'runter
     6. Translation drills
        - a. das ist mir gleich in all persons
        - b. Phrases with nouns of measurement, singular and plural
     7. Conversation Build-up
        - a. Directed Dialogs
        - b. Additional rejoinders
        - c. Conversation stimuli
     8. Reading Selection and Questions

Unit 22, ALM German II - Harcourt, Brace and World Co.

A. Basic Sentences

B. Basic Text and Questions

C. Supplement

Seasons

D. Exercises

1. Indication of gender by use of definite articles

2. Noun Plurals

3. Verbs changed from the present to the present perfect

E. Structure Drills

1. Verbs ending in -eln and -ern

2. The reflexive construction, dative

a. Dative of Interest

b. Dative of Possession

3. The reciprocal pronoun einander

4. Word Order

a. Verb in second position

b. Clauses joined by und, oder, aber, or denn

5. Review of time expressions

6. Idioms and Special Structures

a. er hat sein eigenes Zimmer in various persons

b. sich sorgen machen in all persons

c. sich etwas leisten in all persons

d. sich etwas merken in all persons

e. Use of adverb früher for "used to".

F. Conversation Build-up

1. Directed Dialogs

2. Additional Rejoinders

3. Conversation Stimuli

G. Reading Selection and Questions

PROCEDURE

This course is based on a continuation of the audio-lingual approach and procedures used in previous quins. As the students are now on a more advanced level, there are naturally some changes.

Listening

German is the language of the classroom and students should be completely accustomed to the use of the language in connection with all classroom activities. The one occasional exception would be for brief grammatical explanations, just as the generalizations in the text are handled in English.

Speaking

An increasing effort must be made by the teacher to get the students to communicate, actually the most difficult task of all. This requires constant urging and constant encouragement, from the first day until the last. The teacher, of course, strives to teach accuracy in the use of the language, but accuracy is not nearly as important as fluency. Teach the students to open their mouths and communicate - the accuracy will come later.

Reading

On this level instruction begins to get away from the idea that the students should read only that which they have previously heard and spoken. They still continue to do this, but they must also read new materials, based in part on familiar vocabulary, but with more and more new vocabulary.

Writing

Just as students must learn to "turn loose" a bit and communicate freely orally, beyond the memorized patterns, so must they begin to do the same in writing. They should learn to write brief summaries of the texts which they have studied, then write about themselves and their own interests, but on topics within the vocabulary realm of that which they have studied.

SAMPLE EVALUATION

Unit 21

Listening

Performance objective A3C

Listen carefully to the following exchanges, each one followed by four locations where these exchanges might be taking place. On your answer sheet encircle the a, b, c or d of the correct choice.

1. Du, wie gefällt dir diese Bluse? Sie ist doch hübsch, und auch billig.

   Nein, ich finde sie nicht schön. Kauf sie doch nicht!

   a. Im Lebensmittelgeschäft
   b. Im Kaufhaus
   c. Im Juwelierladen
   d. In der Schule

2. Geben Sie mir bitte ein weisses und zwei schwarze. Hoffentlich ist alles frisch?
   Ja, wir haben erst heute morgen gebacken.

   a. Beim Fleischer
   b. Beim Friseur
   c. Im Lebensmittelgeschäft
   d. Beim Bäcker

3. Wollen Sie mir bitte diesen Hundertmarkschein wechseln? Die Geschäfte haben nicht genug Kleingeld.
   Ja, gern. Wie möchten sie es haben?

a. Auf der Bank
b. Beim Bäcker
c. Beim Fleischer
d. Im Milchladen

4. Was wünschen Sie, bitte?
Geben Sie mir zwei Pfund Mehl, fünf Pfund Zucker und ein halbes Pfund Kaffee!

a. Beim Fleischer
b. Beim Bäcker
c. Im Milchladen
d. Im Lebensmittelgeschäft

5. Haben Sie heute morgen frische Äpfel und Erdbeeren?
Ich möchte auch einen Rotkohl und zwei Pfund Bohnen.
Hier ist alles, was Sie wünschen. Wir haben auch schöne Orangen aus Florida!

a. Im Obst- und Gemüseladen.
b. Im Milchladen
c. Beim Bäcker
d. Beim Fleischer

6. Ich möchte dieses Paket nach New York schicken. Wieviel kostet es?
Es wiegt drei Pfund und kostet vier Mark.
Danke, geben Sie mir auch drei Luftpostbriefmarken!

a. Auf der Bank.
b. Auf der Post
c. Beim Friseur
d. Am Bahnhof

7. Zwei Karten, München-Nürnberg, hin und zurück, zweiter Klasse.
Zweiundvierzig Mark, bitte!

a. Auf der Bank
b. Auf der Post
c. Am Bahnhof
d. Bei der Passkontrolle

8. Hier ist ein Rezept! Nehmen Sie es zur Apotheke. Ein Esslöffel, dreimal am Tage.
Danke schön. Hoffentlich ist die Erkältung bald vorüber!

a. Beim Zahnarzt
b. Beim Friseur
c. Beim Rechtsanwalt
d. Beim Arzt

Speaking

Performance objective B9

Restate the following sentences, completing them by supplying the correct forms of the definite articles:

1. Der Hof ist hinter _____ Baracken.
2. Er wohnt neben _____ Post.
3. Setz dich neben _____ Lehrerin da!
4. Leg den Brief unter _____ Zeitung!
5. Das Schild hängt über _____ Tisch.
6. Das Buch liegt zwischen _____ Illustrierten.

Reading

Performance objective C3a

After reading the text on pages 304-307, indicate whether the following statements are wahr or falsch:

1. Ein Moped ist ein einfaches Fahrrad.
2. Ampeln findet man meistens an Strassenecken.
3. Wenn Herr Heimbauer Überstunden macht, verdient er mehr Geld die Stunde.
4. Wenn man nicht den ganzen Kaufpreis für etwas hat, kann man vielleicht auf Abzahlung kaufen.
5. Die meisten Schrebergärten sind in der Mitte der Stadt.
6. Eine Laube ist ein kleines Gartenhäuschen.
7. Es gibt oft einen Spielplatz für die Kinder zwischen den Schrebergärten.
8. Das meiste Geld im Monat brauchen die Heimbauers für die Miete.
9. Ein Roggenbrot ist billiger als ein Weissbrot.
10. Herr Heimbauer raucht eine Packung Zigaretten am Tag.

Writing

Performance objective D6e

Rewrite the following sentences substituting a personal pronoun or a prepositional compound for the noun:

1. Ich denke an meinen Freund.
2. Ich denke an das Theaterstück.
3. Wir warten auf den Zug.
4. Wir warten auf die Eltern.
5. Er spricht über die Lehrerin.
6. Er spricht über den Film.
7. Sie stehen hinter dem Wagen.
8. Sie stehen hinter den Kindern.

Unit 22

Listening

Performance objective A3a

Listen carefully to the following statements or questions and to the three suggested rejoinders following each one, then on your answer sheet encircle the a, b, or c according to the most logical choice of rejoinder:

1. Sie treffen sich immer auf dem Weg zur Schule.

   a. Wohnen sie nahe beieinander?
   b. Die Schule ist nicht weit von hier.
   c. Wohin gehen sie, wenn sie sich treffen?

2. Wir haben heute nichts Besonderes in Deutsch auf.

   a. Weisst du, was die Hausarbeit in Deutsch für heute ist?
   b. Was müssen wir für heute in Deutsch lernen?
   c. Für morgen gibt es desto mehr.

3. Was haben wir für Geschichte auf?

   a. Wir sollen ein Kapitel über Bismark lesen.
   b. Wir sollen ein Lied auswendig lernen.
   c. Wir sollen alle wichtigen Gebirge kennen.

4. Ich bin bald mit dem Versuch fertig.

   a. Gut, ich versuche auch, ihn anzurufen.
   b. Gut, dann können wir alles aufräumen.
   c. Gut, dann machen wir einen Flecken.

5. Ich habe mein eigenes Zimmer.

   a. Das ist ausgezeichnet!
   b. Ich habe auch kein Zimmer.
   c. Hast du nicht auch ein Zimmer?

6. Gehen die deutschen Jungen und Mädchen nicht nur am Vormittag zur Schule?

   a. Ja, sie gehen um 15 Uhr nach Hause.
   b. Ja, sie haben jeden Nachmittag Klassen.
   c. Ja, Sie haben recht.

Speaking

Performance objective B9n

Restate the following sentences, adding a reflexive indirect object to match the subject:

1. Sie zieht ein weisses Kleid an.
2. Ich packe die Kleider ein.
3. Wir bringen Bücher mit.
4. Du bestellst das Mittagessen.
5. Sie suchen Geschenke aus.
6. Ihr stellt das Radio an.

Reading

Performance objective C3

After reading Rosen von der Polizei in "Reading for Meaning," indicate whether the following statements are wahr or falsch:

1. Elisabeth Schultheiss war die Nichte von Gisela.
2. Elisabeth musste in München umsteigen, um nach Bad Gastein zu fahren.
3. Peter Anderson war ein Däne.
4. Elissbeths Kusine holte sie am Bahnhof in Bad Gastein ab.

5. Lili Brehem war eine bekannte Tennisspielerin.

6. Lili wurde neidisch, weil alle Männer Elisabeth ansahen.

7. Peter Anderson war ein neuer Bekannte des Polizeichefs von Bad Gastein.

8. Peter Anderson hatte Lili Brehm früher in New York gekannt.

9. Er nat sie zum Abendessen eingeladen.

10. Peter fand den Saphir in Lilis Handtasche.

11. Peter bestand darauf, dass Lili sich bei Elisabeth entschuldigte.

12. Elisabeth bekam eine Einladung zu einer Autofahrt von Peter Anderson.

Writing

Performance objective D6h

Rewrite the following sentences by beginning with the underlined portion of the sentence:

1. Sie müssen <u>den ganzen Nachmittag</u> mit ihren Hausarbeiten verbringen.

2. Wir haben gestern abend <u>unsre guten Freunde</u> besucht.

3. Er kann heute nicht kommen, <u>weil er krank ist</u>.

4. Andere Jugendliche tun <u>in ihrer Freizeit</u> etwas anderes.

5. Ich habe nichts <u>dazu</u> zu sagen.

Cultural Awareness

Performance objective E1-2

Given fifteen statements regarding family activities and activities of young people, the student will identify each with G, A or GA indicating thus that the statement relates to a German activity, an American activity or a German and American activity.

Attitude

Performance objective F1-2-4-5

This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying German and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups	Seeks projects	Is member of language club	Does research	Registers for another German class
	10/10	11/1	3/2		1/10
1. Jones, Mary	✓	E	✓		✓

Key

E - excellent

✓ - acceptable

— unacceptable

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